This chapter opens up with questions that drew me in and made me want to keep reading. I have subbed before and have some teaching experience, but I always wonder what is actually going through teacher’s heads and why they make the decisions that they make. How do they go about their ways for differentiated instruction without really calling it differentiated instruction? I always just thought they went up and did what they did, I didn’t know that it was a specific way. I always just though it was their job to teach so I guess most of my teachers were just good at what they did. I never realized that differentiated instruction could be anything from the how they assign work, or how you assign seats or arrange a classroom. Last year in Lances class we learned a lot of these different aspects to be a good teacher. My favorite example had to do with the glasses. If you take away a tool that students need to understand and get materials in life they aren’t going to do well. The tools we give students in learning is a game change. As a teacher how we approach different situations whether it is test, discipline, how we run our class all has to do with differentiated instruction and that is how our students are going to learn and remember us as teachers. Depending on how we do many of these and how were execute them is going to determine if kids enjoy our class or not.